

AIR WAR COLLEGE

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INFLUENCE, POWER, AND AUTHORITY: USING
MILLENNIALS' VIEWS TO SHAPE LEADERSHIP PRACTICES

by

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Biography

Commander Christopher L. Sledge is currently a student at the Air War College at Maxwell Air Force Base, Alabama. He graduated from the United States Naval Academy in 1992 with a Bachelor of Science degree in Aerospace Engineering and is a naval aviator with 2500 flight hours in naval aircraft. He has flown the SH-60B Seahawk in a number of different squadrons, including duties as a flight instructor and officer-in-charge of a helicopter detachment for the maiden deployment of USS PREBLE (DDG 88). He graduated from the U.S. Army Command and General Staff College at Fort Leavenworth, Kansas, in December 2006, where he received a Master of Military Art and Science degree and earned recognition as winner of the Arter-Darby Military History Writing Award. Following duties as Deputy Safety Officer on the staff of Commander, Naval Air Forces in San Diego, he was assigned to USS ABRAHAM LINCOLN (CVN 72) as Safety Officer, where he completed two deployments to FIFTH Fleet. Commander Sledge's most recent assignment was as Littoral Combat Ship Training Facility Officer at Fleet Anti-Submarine Warfare Training Center in San Diego, where he led high-fidelity simulated training for all the Navy's Littoral Combat Ship crews.

Abstract

Defined as those adults born from 1981 to 1997, the Millennial generation now represents the largest generation in the American military and civilian workforce. As a growing body of literature has revealed, Millennials hold a variety of different beliefs that have resulted in a gap between Millennials and previous generations. Because of the need to lead and train Millennials for military service, it is critical that military leaders understand the distinct beliefs of this generation. Of key interest to military service are the beliefs of Millennials regarding leadership and related concepts. This research paper surveys current literature in order to determine the distinct attitudes of Millennials concerning leadership, influence, power, and authority and to discern how an awareness of these views recommends certain leadership approaches, practices, and tools that can be effectively employed in leading this generation. Key beliefs of Millennials are analyzed under the headings of views toward self, attitudes toward work, relationships to authority, and their connections to peers. Specific recommendations are provided to allow leaders to improve their ability to engage and lead Millennials.

Introduction

The military services are in a period of significant transition. The recent announcement by Secretary of Defense Ashton B. Carter that all combat units are open to women is just one of the many changes facing the armed services. Secretary Carter's "Future of the Force" initiative is a comprehensive proposal to reform long-standing military personnel policies by overhauling the way the military recruits, pays, and trains personnel, all with a focus on attracting and retaining the best and brightest minds in the armed services. As Carter recently stated, "in the face of generational, technological and labor market changes, we in the Pentagon must think outside our five-sided box and try to make ourselves even better at attracting talent from a new generation of Americans."¹ Carter's comments allude to the significant generational upheaval in the armed services resulting from the influx of the Millennial generation into the American workforce. Millennials have become a dominant influence not only in the military, but in the American labor force as a whole. The Pew Research Center announced recently that Millennials have surpassed Generation X and now represent the largest generation in the American workforce: more than one-third of American workers are now Millennials, with many of these in the 18- to 24-year-old range.² These numbers are even more uneven for the military. As of September 2013, of the total number of Active Duty and Selected Reserve members, nearly 40 percent were 25 years of age or younger and more than 60 percent were 30 years or younger.³

The Millennial generation is commonly defined as those adults born from 1981 to 1997, meaning that Millennials are now in the age range of 18- to 34-years old. What is significant about this generation is that, as a growing body of literature from the academic and business communities has revealed, the Millennials (or Gen Y as they are sometimes called) have entered the workforce with a different set of assumptions, attitudes, and behaviors than their

predecessors. For example, as a recent Pew Research Report titled “Millennials in Adulthood” determined, “the Millennial generation is forging a distinctive path to adulthood.” Not only are they “different from today’s older generations,” in many ways “they are also different from older adults back when they were the age Millennials are now.”⁴

Because of the rising number of Millennials in the military, as well as their distinctive beliefs on a variety of issues, an awareness of these differences is important for military leaders. It is critical, then, that military leaders continue to improve their ability to engage and lead Millennials by better understanding this unique generation. This is necessary not only because the military needs to continue to attract and retain the “best and brightest” in competition with the civilian workforce, but because a critical aspect of leadership is the responsibility to develop the next generation of leaders. It is incumbent upon military leaders, therefore, to better understand how to engage and train future leaders.

The aim of this research paper is to examine the distinct attitudes of Millennials concerning leadership, influence, power and authority and, furthermore, to discern how an awareness of these views recommends certain leadership approaches, practices, and tools that can be effectively employed in leading this generation. As a result, there are several related questions this study seeks to address: Why is it important that leaders study the attitudes of Millennials? What insight does current research provide into the attitudes of Millennials toward leadership power, influence, and authority? Are the attitudes of Millennials in military service consistent with Millennials in the rest of the generation? Are the attitudes of Millennials toward leadership, power and authority really so different from previous generations? Does a better understanding of how Millennials view these issues provide any guidance for military leaders? If so, what are the recommended approaches for leading Millennials? What leadership strategies

and practices can be employed to more effectively lead Millennials and retain them in military service? What tools can be used to influence how Millennials think and act?

This research paper will address these questions by first briefly surveying some of the critical differences between Millennials and previous generations that current literature commonly addresses. Next, the background for the present study will be framed by a number of important considerations and limitations. Common definitions relating to leadership, influence, power, and authority will then be introduced in order to set the context for further analysis and clarify the critical need for leaders to understand the views of Millennials. Next, the attitudes of Millennials toward leadership, influence, power, and authority will be examined through an analysis of beliefs in four key areas: views toward self, attitudes toward work, relationships to authority, and connections to peers. After summarizing the common attitudes of Millennials, the conclusion will address some recommendations for specific leadership practices and tools that can assist in effectively leading this generation.

Background and Review

An awareness of the differences between Millennials and previous generations has created a “generation gap” in the workplace that has spawned a significant amount of literature specifically focused on helping managers understand Millennials and providing them the tools to manage this growing segment of the workforce. With titles like *Managing Millennials: Discover the Core Competencies for Managing Today’s Workforce*, *Not Everyone Gets a Trophy: How to Manager Generation Y*, and *The Gen Y Handbook: Applying Relationship Leadership to Engage Millennials*, these books describe Millennials using a similar set of characteristics that have become common assumptions in literature. Some of these assumptions about Millennials include: they seek to maintain a work-life balance and desire greater job flexibility than previous

generations; they want to engage in “meaningful work” more than previous generations; they have less loyalty to employers than previous generations; they are tech- and media-savvy; they feel a sense of entitlement and believe they should be rewarded with earlier promotions and more recognition than previous generations; and they desire more frequent feedback and a more open relationship with superiors. The underlying theme of much of the current literature is that by improving their understanding of how Millennials think and act, managers can better channel the energies of Millennials and recruit and retain top talent.

This short review of common assumptions about Millennials indicates that this generation may have different ideas or attitudes about leadership than older generations in the workforce. Because effective leadership is critical to the success of the armed forces, the future success of the armed forces hinges on the ability to successfully integrate Millennials into military service and then effectively lead and train them to be leaders. Current studies of the Millennial generation have the potential to provide critical insights into how Millennials relate to leadership and how they view related themes like power, influence, and authority.

Research Considerations and Limitations

Before proceeding, it is important to highlight several important considerations in the current study. First, the studies and assessments of Millennials describe general trends that help understand the group of individuals born between 1981 and 1997. Because the Millennial generation covers a period of nearly twenty years, this certainly does not imply that each individual within the generation thinks or acts in the same manner. As psychologist Jean Twenge has noted, however, although generational differences are only one of the factors that help describe differences among people, “generational trends are remarkably similar across race,

gender, and class.” In other words, while not everyone in a generation may “fit the average,” the data is useful in highlighting significant generational trends.⁵

A second consideration is that much of the current literature concerning Millennials found in popular management and leadership books is based on informal research or anecdotal evidence rather than formal studies. While useful in describing the beliefs that older generations hold about Millennials, they may be less useful in presenting the specific opinions and beliefs of Millennials themselves. As a result, it is often difficult to judge whether the “generation gap” is a product of normal changes between generations or whether it presents real and substantive differences between the Millennials and previous generations.

Third, the considerations above must be balanced with the fact that the number of Millennials who have served in the military is significantly smaller than previous generations. While only 2 percent of Millennials have served in the military, 6 percent of Generation X and 13 percent of Baby Boomers have served.⁶ In fact, a recent study revealed the surprising conclusion that “almost three-quarters of Americans from age 17 to 25 are disqualified from serving in uniform due to obesity, education, criminal records, or medical reasons.”⁷ Furthermore, the number of teenagers and young adults who express an interest in joining the military has declined in recent years, with many “automatically ruling out military service.” This data suggests, according to Twenge, that Millennial “service members are the exception, not the rule”⁸ As a result, because military members from the Millennial generation represent such a small percentage of those either qualified or willing to serve, it is possible they have different views from the rest of the Millennial population regarding leadership power, authority, and influence. While “military members may reflect some very different attributes” than society, “they inevitably will have some traits in common with their civilian generational peers.”⁹

Finally, Lt Gen David Barno, USA, retired and Nora Bensahel have recently pointed out in their article in *The Atlantic* titled “Can the U.S. Military Halt Its Brain Drain?” that “no one expects the military to redesign itself for its Millennials.”¹⁰ Consequently, a study of leadership and Millennials cannot be expected to recommend sweeping changes to long-valued leadership approaches and practices that have demonstrated their effectiveness in military service. What can be offered, however, are specific leadership tools and techniques that exist within the broad range of leadership practices and have the potential to effectively engage Millennials.

Leadership, Influence, Authority, and Power

Leadership, influence, authority, and power are critical concepts in military service, for they describe the relationship that exists between seniors and subordinates. It is nearly impossible to find a definition of leadership that does not recognize the critical importance of influence. In a standard leadership text, Peter Northouse defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal.” Influence, Northouse further describes, “is the sine qua non of leadership.” In other words, “without influence, leadership does not exist.”¹¹ Army Doctrine Reference Publication (ADRP) 6-22 *Army Leadership* provides a similar definition, describing leadership as the “process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.”¹²

Several different approaches to leadership help describe how leaders influence subordinates. One approach is called transactional leadership, which “focuses on the exchanges that occur between leaders and their followers.”¹³ According to Northouse, “transactional leaders are influential because it is in the best interest of subordinates to do what the leader

wants.”¹⁴ The transactional approach views leadership primarily as a system of rewards and punishments that exists between leaders and followers.

Transformational leadership, in contrast, “is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leaders and follower.”¹⁵ Transformational leadership is a dynamic approach to leadership that encompasses a broad range of characteristics and activities, with a particular focus on the relationship between leaders and followers.¹⁶ In their popular book *The Leadership Challenge*, James Kouzes and Barry Posner exemplify one perspective on transformational leadership when they identify five practices of exemplary leaders: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.¹⁷ Instead of a simple process of exchange as in transactional leadership, transformational leadership “is attentive to the needs and motives of followers and tries to help followers reach their fullest potential.”¹⁸ Servant leadership is a similar approach that focuses on the relationship between leaders and subordinates and the role of leaders in developing subordinates.

If leadership is influence, then the ability of leaders to responsibly employ power and authority is critical to the relationship between senior and subordinate. Although the concepts of power and authority have a pejorative overtone in culture, they are important for understanding the role of influence in the military. Authority is foundational to leadership, for it describes the position that formal and informal leaders hold in relationship to subordinates, whether due to rank or assignment. As described in ADRP 6-22, formal leaders are those who have been assigned to positions of responsibility and are able to “impose their authority over subordinates through lawful orders and directives.” Informal leadership is based on knowledge, expertise, or

experience rather than rank or position, but contributes to mission accomplishment and exists throughout organizations.¹⁹

In the context of leadership, power describes “the capacity or potential to influence.” Both formal and informal leaders “have power when they have the ability to affect others’ beliefs, attitudes, and courses of action.” Power can be further divided into position power and personal power. Position power “is the power a person derives from a particular office or rank in a formal organizational system,” while personal power is defined as the “influence capacity a leader derives from being seen by followers as likable and knowledgeable.”²⁰

One of the key leadership tools available in the military service is a concept known as mission command, which can be viewed in many ways as the confluence of leadership, influence, power and authority. Defined as “the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander’s intent,” mission command requires leaders who can develop subordinates, inspire trust and confidence, responsibly delegate, and effectively communicate.²¹

Cultural Context of Millennials

Millennials are perhaps the most-studied generation in history. The study of Millennials has become almost an industry in itself, as numerous scholarly journals, management books, and business reviews seek to describe this generation and provide tools for understanding and managing Millennial workers. This level of interest has been aroused by the friction in the multi-generational workforce as older workers of the Boomer generation and Generation X lead younger Millennials, who have a different understanding of their role in the workplace and their relation to leadership. The world of academia has also been reshaped by the influx of Millennials, as Jean Twenge has highlighted in her book *Generation Me*. It is important to

acknowledge these generational differences because “each generation is influenced by broad forces (parents, peers, media, critical economic and social events, and popular culture) that create common value systems distinguishing them from people who grew at different times.”²²

Undoubtedly, the cultural context in which Millennials have grown up differs vastly from that experienced by previous generations. Millennials have grown up with easy access to information through the internet. They are technologically savvy and attuned to the power of social media. They have grown up in a culture of increasing racial and ethnic diversity and have seen long-held values and standards on a range of ethical issues questioned and overturned. At the same time, they live in an era of declining trust in politicians and business leaders, influenced by both the American response to the terrorist attacks of September 11, 2001, and the economic crisis of the last eight years.

Polls and studies help reveal the numerous ways in which Millennials differ from older generations. A recent study released by the Pew Research Center demonstrated that Millennials identify themselves as more liberal than older generations with an increasing number identifying as politically independent, although leaning toward the Democratic Party. They favor same-sex marriage and the legalization of marijuana and describe themselves as less religious than older generations. The study noted that the most striking difference between Millennials and older adults is in their use of the internet and digital technology. Millennials are much more likely to build online social networks, to post “selfies,” and to engage in cell phone use.²³

Analysis of Key Millennial Beliefs

The generational differences described above imply that the Millennials will also hold different views regarding leadership, influence, power, and authority. Current polls and studies are less helpful when it comes to studying these specific attitudes, since leadership and its related

terms are abstract concepts that are not easily measured in polling data. An analysis of current literature from the academic and business communities, however, reveals some of the key characteristics that help describe Millennials and that may reflect their views toward leadership. These key characteristics will be grouped under the following broad headings: views toward self, attitudes toward work, relationships to authority, and connections to peers.

Views Toward Self

Perhaps the most common group of characteristic applied to Millennials is their individualism, self-focus and sense of entitlement. Jean Twenge reflects this understanding in the title of her work, *Generation Me*, and her label for Millennials, GenMe. Compared to older generations, Millennials tend to be more autonomous, have a higher sense of self-esteem, are more confident in their abilities, and believe they should be rewarded and recognized for their work. Twenge captures much of the common understanding of Millennial attitudes when she states that “the most common advice given to teenagers today is ‘Just be yourself.’”²⁴ The roots of these beliefs are usually seen in the nurturing style of parenting, coaching, and teaching in which Millennials have been raised and the emphasis on building self-esteem. Millennials’ views toward the self are reflected in other ways as well, including a declining need for social approval and loftier expectations regarding education and job rewards. The significant amount of material devoted to understanding Millennials’ beliefs in this area testifies to the need for leaders to grasp the way Millennials differ from previous generations in their views concerning individualism and autonomy. In addition, these beliefs form an important foundation for understanding the rest of the areas discussed below.

Attitudes Toward Work

Another of the unique characteristics that distinguishes Millennials from previous generations is their attitude toward work. Because many organizations view adjusting work practices to complement the values of Millennials as an important tool of recruitment and retention, it is important to correctly assess the generational differences regarding work values. Interestingly, work values are one of the few areas in which the beliefs of Millennials can be compared not only with older generations, but with previous generations when they were the same age as Millennials. The claim is sometimes made that “Baby Boomers live to work, Millennials work to live.”²⁵ Although this may be an exaggeration, research reveals that Millennials have decidedly different views regarding work than previous generations. One of the key dividers is that Millennials appear to have a stronger desire for work-life balance than previous generations. As one study discovered, “the largest change in work values is the increase in the value placed on leisure.”²⁶ Millennials value leisure and vacation time more than older generations and want to have a life outside work. They desire flexibility in work hours and work locations. From one perspective, this desire for greater work-life balance may be a response to the increasing number of hours Americans are working.²⁷ However, research also reveals Millennials have different views on what they expect from work.

Work expectations can be usefully analyzed by distinguishing between extrinsic rewards and intrinsic rewards. Extrinsic rewards are tangible returns gained from employment that encompass items such as increased pay, promotions, titles, and material possessions. Intrinsic rewards, in contrast, “entail being motivated to work for work’s own sake rather than to obtain material or extrinsic rewards.” Those who are intrinsically motivated desire a job that is “interesting, provides variety and responsibility, offers a challenge, enables an employee to see

the results of what he or she does, and has a significant impact on others.”²⁸ Research demonstrates that Millennials place increased value on extrinsic rewards compared to previous generations, but a lower value on intrinsic rewards. In other words, Millennials find less meaning and personal fulfillment in their work, but are still motivated by the money and prestige work provides.²⁹ As one Millennial put it, “We are not defined by our work.” The difference is that while “Baby Boomers are convinced they need to work hard to earn” a salary and wealth, the “Millennials simply expect it.”³⁰ As a result, Millennials tend to feel less loyalty toward a particular employer and are more inclined to seek employment that better meets their desires for work-life balance.

Relationships to Authority

Perhaps the most significant area for understanding the attitudes of Millennials toward leadership is their relationship to authority. As noted above, Millennials have grown up with a different relationship toward those in authority from previous generations, whether parents, teachers, coaches or employers. Modern parenting techniques emphasize direct supervision, care and nurturing. The label “helicopter parents” describes the way parents constantly “hover” over children and take excessive interest in protecting and directing them. As a result, Millennials tend to have a much more familiar relationship with authority figures and are less impressed with positions and titles. This informality is demonstrated in the way “they talk to older people and authority figures in the same way they talk to their friends.”³¹ As a result, Millennials have a much different view of the relationship between leaders and followers than previous generations. For Millennials, the relationship with authority is a conversation in which they feel free to ask questions of authority figures, leading Twenge to comment that some say this generation should be labelled “Generation Why?” rather than Generation Y.³²

Millennials tend to exhibit a lack of trust in authority when compared to older generations. One example is the sharp decline in favorable opinions of Congress, although it must be noted that older generations have a poor opinion of Congress as well. Millennials' lack of trust in authority must be viewed in conjunction with their tendency to be fiercely independent and individualistic. This individualism influences relations in the workplace, where Millennials may be less trusting toward authority but desire to be trusted and respected in return. They desire the autonomy to perform their job free from an environment of micromanagement, which they believe indicates a lack of trust and confidence in their abilities. In other words, "Show us what you expect us to do, and then get out of our way."³³

At the same time, Millennials desire guidance and supervision from leaders with whom they have formed relationships. Millennials tend to be open-minded and blunt in their communications, giving and receiving feedback in a manner that demonstrates both "the eroding respect for authority and the compulsive honesty of the younger generation." Their communications with employers tend to be both direct and instant, reflecting perhaps the influence of social media.³⁴ Highly confident, they believe their views on issues deserve a hearing regardless of their positions or level of experience. They want their importance to be recognized and their input to be valued.

Connections to Peers

The data on Millennials' connections with peers presents mixed results. The widespread use of social media and the rise of social networking lends support to the belief that Millennials are deeply connected to peers, whom they view as "vast resources from whom to gain knowledge."³⁵ At the same, evidence concerning the individualism and autonomy of Millennials suggests they might value social relationships less than previous generations. As Twenge

comments, “the personality data showing more self-focus, less empathy, and more narcissism suggest that teamwork will not be high on their list.”³⁶ She further suggests that while they “may like feeling connected with many people,” Millennial employees “will become frustrated when working in teams if their individual effort is not recognized.”³⁷

The brief review above demonstrates how Millennials’ views toward self, their attitudes toward work, their relationships to authority, and their connections to peers differ in significant ways from previous generations. In addition, these views are sometimes at odds with the values and practices cherished by the military services. For example, the military values an authority structure that is intensely hierarchical, whereas Millennials favor a flatter relationship with authority. At the same time, Millennials possess a wide range of talent and abilities that are valued in the military service, like technical expertise, imagination, a questioning attitude, and ambition. The characteristics highlighted above provide important insights regarding the views of Millennials concerning leadership, influence, power, and authority. More importantly, they suggest that certain approaches, practices, and tools will be more effective in leading and training Millennials and preparing them to assume leadership responsibilities.

Recommendations and Observations

In light of the analysis above, several recommendations are offered to help leaders effectively engage Millennials. First, remember that Millennials are less impressed with positional power than previous generations. They have grown up with close relational ties with those in authority, such as teachers and coaches. They have a less formal relationship with authority figures and build trust and respect for leaders through the power of personal relationships. Leaders who rely primarily on positional power to influence Millennials will have a challenging time establishing relationships. Positional power is an important part of military

service, but should take a backseat to personal power in the course of normal operations. Use it only when necessary.

Second, study, learn, and practice the traits of transformational and servant leadership. While transactional leadership cannot be totally abandoned in the military service, transactional leaders have the tools to effectively influence Millennials. Transformational and servant leaders are attuned to the importance of building trust and respect through ethical modeling, inspiring action through the establishment of a shared vision, empowering subordinates to act and lead, and encouraging personal and professional growth.

Third, remember that Millennials have a different attitude toward work than previous generations. Although they may not define themselves by their work like Baby Boomers, they still want to find meaning and importance in what they do. As Twenge notes, “they do not want to see themselves as cogs in the wheel and don’t want to do only what they’ve been told to do. They want to matter, to feel important, and to believe that they are having a personal impact.” In short, “if the task is important, then they will feel important doing it.”³⁸ In addition, remember that work-life balance is more important to Millennials than to previous generations. Military service is characterized by a tireless work ethic, but effective leaders need to be attuned to the personal and family needs of subordinates and the need they feel to seek personal growth and fulfillment. Protect their time away from work.

Fourth, re-envision mentoring. Millennials want guidance and supervision. Mentoring, defined as “the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect,” is one tool the military has instituted to help guide personal and professional growth.³⁹ Although mentoring need not be confined to the context of a senior-subordinate relationship, many

mentoring programs have taken on a formal character at odds with Millennials' desire for informal relationships and flatter hierarchies. One recommendation is to promote "developmental network" or "mentoring constellations." These mentoring relationships "recognize the value of multiple short-term mentors, peer mentors, mentoring groups, and online support communities." The greater variety of mentoring relationships in which Millennials are involved, "the greater the depth and breadth of career support."⁴⁰

Fifth, use the power of feedback. Feedback is an important tool for leading and influencing. Millennials are used to receiving frequent feedback from those in a role of authority. They want to be recognized for superior performance, but also need criticism when required. They are often blunt in their communications and want to provide feedback and suggestions in return. Encourage them to contribute. Millennials need more feedback than the periodic formal performance reviews. Informal and frequent feedback may be much more effective in influencing and guiding Millennials.

Finally, train them to effectively operate using mission command. Millennials want to be empowered and entrusted to perform their jobs. They desire the autonomy to perform a job the way they think it should be performed. They want to feel their work is meaningful by putting their skills to use in a way that contributes to the mission. At the same time, they need guidance and demand frequent feedback. Provide them the tools to develop as leaders, but follow-up frequently to guide, encourage, and assess.

Conclusion

Significant changes are taking place in the military as a result of the entry of the Millennial generation into military service. Even as the military evaluates the steps to take in revamping outdated personnel policies, this is an opportune time to reassess leadership

approaches and tools in light of the information concerning Millennials provided in current literature. To be sure, Millennials have decidedly different attitudes toward leadership, influence, power, and authority than previous generations. These attitudes are reflected in the way Millennials relate to work, to leaders, and to peers. A better understanding of the attitudes of Millennials provides important guidance in shaping the practices that will help effectively lead this generation. Millennials want to be trusted and empowered to lead. They want to use their skills and contribute. It is important we use the right tools for this job.



Notes

¹ Jim Garamone, “Carter Details Force of the Future Initiative,” U.S. Department of Defense, accessed November 17, 2015, <http://www.defense.gov/News-Article-View/Article/630400/carter-defends-force-of-the-future-initiatives>.

² Richard Fry, “Millennials surpass Gen Xers as the largest generation in the U.S. labor force,” Pew Research Center, accessed November 23, 2015, <http://www.pewresearch.org/fact-tank/2015/05/11/millennials-surpass-gen-xers-as-the-largest-generation-in-u-s-labor-force>.

³ Office of the Deputy Assistant Secretary of Defense (Military Community and Family Policy), Military One Source, “2013 Demographics: Profile of the Military Community,” <http://download.militaryonesource.mil/12038/MOS/Reports/2013-Demographics-Report.pdf>, (Nov 23, 2015)

⁴ Pew Research Center, “Millennials in Adulthood: Detached from Institutions, Networked with Friends,” accessed September 23, 2015, http://www.pewsocialtrends.org/files/2014/03/2014-03-07_generations-report-version-for-web.pdf.

⁵ Jean M. Twenge, *Generation Me: Why Today’s Young Americans Are More Confident, Assertive, Entitled – and More Miserable than Ever Before*, Rev. ed. (New York: Simon & Schuster, 2014), xv.

⁶ Ibid., 31.

⁷ David Barno and Nora Bensahel, “Can the U.S. Military Halt Its Brain Drain?” *The Atlantic*, accessed November 13, 2015, <http://www.theatlantic.com/politics/archive/2015/11/us-military-tries-halt-brain-drain/413965>.

⁸ Twenge, *Generation Me*, 31.

⁹ Barno and Bensahel.

¹⁰ Ibid.

¹¹ Peter G. Northouse, *Leadership: Theory and Practice*. 5th ed. (Los Angeles: Sage Publications, Inc., 2010), 3.

¹² Army Doctrine Reference Publication (ADRP) 6-22 *Army Leadership* (Washington, DC: Headquarters, Department of the Army, September 10, 2012), 1-1.

¹³ Northouse, 172.

¹⁴ Ibid., 181.

¹⁵ Ibid., 172.

¹⁶ Ibid., 185.

¹⁷ James M. Kouzes and Barry Z. Posner, *The Leadership Challenge*, 3rd ed. (San Francisco, CA: Josey-Bass, 2002), 22.

¹⁸ Northouse, 172.

¹⁹ ADRP 6-22, 1-4.

²⁰ Northouse, 7.

²¹ ADRP 6-22, 1-3.

²² Jean M. Twenge, W. Keith Campbell, and Elise C. Freeman, "Generational Differences in Young Adults' Life Goals, Concern for Others, and Civic Orientation, 1966-2009." *Journal of Personality and Social Psychology* 102/5 (2012), 4.

²³ Pew Research Center, "Millennials in Adulthood."

²⁴ Twenge, *Generation Me*, 24.

²⁵ Chip Espinoza, Mick Ukleja, and Craig Rusch, *Managing the Millennials: Discover the Core Competencies for Managing Today's Workforce* (Hoboken, NJ: John Wiley & Sons, Inc., 2010), 9.

²⁶ Twenge, Campbell, and Freeman, "Generational Differences," 17-18.

²⁷ Ibid.

²⁸ Ibid., 8.

²⁹ Ibid., 18.

³⁰ Espinoza, Ukleja, and Rush, *Managing the Millennials*, 9-10.

³¹ Twenge, *Generation Me*, 32.

³² Ibid., 29.

³³ Espinoza, Ukleja, Rush, *Managing the Millennials*, 51.

³⁴ Twenge, *Generation Me*, 51.

³⁵ Espinoza, Ukleja, Rush, *Managing the Millennials*, 10.

³⁶ Twenge, *Generation Me*, 281.

³⁷ Ibid.

³⁸ Ibid., 270-72.

³⁹ ADRP 6-22, 7-11.

⁴⁰ W. Brad Johnson and Gene R. Andersen, "Formal Mentoring in the U.S. Military: Research Evidence, Lingering Questions, and Recommendations," *Naval War College Review* 63/ (Spring 2010), 120.

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